MIDDLEBURY COLLEGE

Winter 1961

Your Family and Middlebury

SENT BY THE COLLEGE TO MIDDLEBURY PARENTS AND FRIENDS

In this issue

Fraternities at Middlebury Today

THE STRENGTH OF THE HILLS IS HIS

News of the COLLEGE

College Pioneers In "Push-Buttons"

MIDDLEBURY COLLEGE is now pioneering in push-buttons. The learning of foreign languages and of foreign speech patterns is being refined along with the refinement of language laboratory facilities.

The new equipment consists simply of a new table arrangement, a new studio-type practice room, and a new tape-recorder hook-up. Sound simple? But it means teacher savings, tape savings, time savings, and probably cost savings. After two years of building and testing at Middlebury, it will be ready for use at the College by the spring. Plans will be made available to other colleges at printing costs.

The new device is a three-part table with two tape recorders. Through an ingenious wiring system, a student can record his voice then listen to the perfectly accented master tape rendition of the same material, compare it to his own blundering, and then practice difficult parts, all at the push of a button.

Similar but less satisfactory results were achieved previously by master tapes in which pauses were left for student repetition. The timing of the intervals, however, could not be adapted to the varying needs of individual students.

The soundproofed rooms for individual students differ from ordinary classroom laboratories containing numerous booths used in groups sessions with an instructor operating a master tape. Wiring and maintenance are far less complicated and expensive for the individual rooms. Two-way communication needs of the class laboratories are eliminated, as are the costly switching complex, headphones and lengthy wiring networks.

Experience with the system indicates that 12 such rooms will serve 300 students as well as 20 booths in the class laboratory.

Since 1926 Middlebury has adapted recording techniques to the study of foreign languages. Earliest was the use of the kymograph for tracing variance in phonetics. Next came the cutting of early, crude records. In 1937 an early tape recorder was used. Wire recorders were tried.

With the development of the studio-type practice room, and the new tape-recorder hookup, Middlebury College is again pioneering with a mechanical aid for learning foreign languages.

Pucksters Having Good Season

PHIL LATRIELLE, '61, a two-time All-America player, continued to pace his team as the Middlebury hockey squad approached the mid-year exam break (*Jan. 21*) with a record of ten wins and only one loss, the best first half mark for the Panthers in recent years.

After the first ten games, Latreille had a total of 37 goals and 14 assists for 51 points. This is nine points ahead of his record-setting pace of a season ago when he was the national collegiate scoring champion for the second straight year.

Five goals by Latreille in the 10–7 win over Dartmouth, and a six goal effort by him in the 11–2 rout of Army were highlights of the first half of the schedule which also produced a 7–6 overtime victory over Princeton. His six goals and one assist at Army established a new single game mark for the West Point rink.

Perhaps the most rewarding win for the Panthers was the 7–6 defeat of Yale before 2,000 spectators at New Haven. One of the largest crowds to ever pack the Yale rink saw Yale lead all the way until the final seconds of the game when at the 19:45 mark with the score 6–6, Latreille passed out from behind the cage and Dates Fryberger, '63, drove home the winning tally.

Parents' Fund Continues to Grow

GIFTS and library pledge payments to the 1960–61 Parents Fund totaled $15,168 as this issue of *Your Family and Middlebury* went to press. This amount added to the results achieved by the 1958–59 and 1959–60 Parents Funds, plus pledges due from parents, brings parents' support of the $1,350,000 Middlebury Library Program up to $82,824. See below for up-to-date progress report.

Status of Library Appeals Campaign
as of January 23, 1961

	Total	*Quota*	*% of Quota*
Special Gifts	$ 690,939	$ 700,000	98.7
Alumni	325,304	400,000	81.3
Parents	82,824	150,000	55.2
Business & Industry	62,916	80,000	78.6
College Community	3,432	10,000	34.3
Summer Schools	5,980	10,000	59.8
Totals	$1,171,395	$1,350,000	86.8

Your Family and Middlebury

Vol. 5, No. 2 — GEORGE H. HUBAN, *Editor* — Winter 1961

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The Cover: of this issue shows a typical winter's day on the upper campus as some members of the student body go to Redfield Proctor Hall to pick up their mail or enjoy some other facility of the College's new Student Center.

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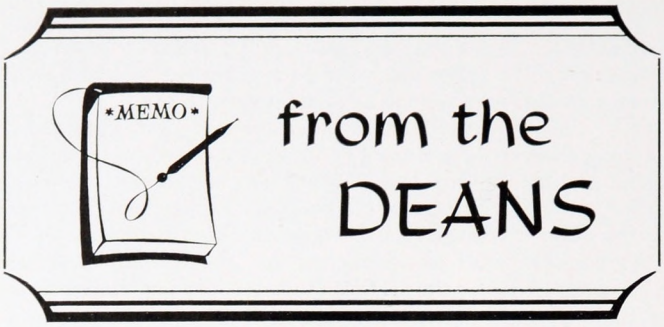


Dean of Men . . .

THIS is the time of year when marks are on everyone's mind. In every classroom, in every recess of the Library, even in the lounges of Proctor Hall, students are quietly grinding away with their books in preparation for final exams. Sometimes a student will stop for a moment and wonder why this must be a part of his college education. The question usually comes to me in the form of "why must marks be so important."

The answer is of course that marks themselves are not terribly important but that society very frequently gives them a significance over which the College has little control. This is not to say that the College must not absorb some of the responsibility for this. It does—the College, too, unfortunately, gives considerable significance to marks. Why should this be so?

It was said long ago that the best possible educational institution might consist of Mark Hopkins on one end of a log and a student on the other. In a sense all institutions of higher education are compromises in an attempt to reach this ideal. One can easily see that in the situation where each student could have his own professor there would be little reason for grades or indeed for any regulations concerning academic failure or academic probation or things of this nature. Each student would be inspired to absorb everything that he was capable of absorbing. Unfortunately, however, most parents and most students cannot afford a situation in which they retain a private faculty member or perhaps four or five of them for each of their students. Therefore, colleges are an attempt, at best a compromise, to create a situation in which a number of students can have the benefit of teams of faculty members whose job it is to do as well as they can to stimulate and to teach the students who enroll in their courses.

Because each student receives only a part of the professor's attention, and in some courses that part is really very small, various devices have been created to insure that the student does at least a minimum of work and is rewarded for a maximum of work and learning. Other devices have also been created to eliminate those students who do (*Please turn to page* 13)

Dean of Women . . .

IF YOU are the parent of a freshman daughter at Middlebury College you are probably aware by now that sorority rushing takes place in the first two weeks of the second semester. This could be an anxious time for your daughter and she may seek your advice by way of frantic telephone calls and letters. It may be of some assistance to you to know a little more about sororities as they exist here for they do differ to some extent from college to college.

Sororities at Middlebury are important to any girl who has decided she wants to belong to such a group. The fact that there are no sorority houses at Middlebury means that these groups are quite democratic. Girls with different affiliations and those with no affiliations live together very happily in the College dormitories. Sorority women meet together as groups only once a week but the fraternal bonds among the members are strong. Many girls need the security of belonging to just such a small group and frequently the younger women develop qualities of leadership under the guidance of interested older "sisters." The upperclass members urge the younger girls to participate wisely in worthwhile extracurricular activities but they stress good scholarship as a primary aim. In this connection each group has an active scholarship program. The members are very willing to tutor any "sister" who needs academic assistance for everyone is anxious to maintain the best possible academic record for the organization to which she belongs. In any group of 500 women smaller units develop. The sororities at Middlebury provide such units.

Although there is competition among the different sororities, relations within the Pan Hellenic group are very cordial. For example, if one group becomes weak all of the others bend every effort to help. The competition is most friendly.

I have not mentioned certain social advantages for I think they are fairly obvious and not of the utmost importance in a College as small as Middlebury where all students have the opportunity to know each other.

Because of the type of girl attending Middlebury it is my opinion that there are few, if any, evils attached to the Greek organizations as they exist here and they have added to the total College experience of many of our graduates.

There are girls, however, who feel no need for such an organization. As I mentioned before this is purely a personal decision and a particular girl will lose no prestige by remaining independent. For example, girls with no sorority affiliation have been elected president of the Women's Undergraduate Association which is one of the highest elective offices an undergraduate woman may hold. (*Please turn to page* 13)

PRESIDENT'S Page

THERE are of course many College happenings I could comment on for this President's Page, but I think it fair to say that this term there are two which particularly deserve mention. Neither of them is in the main stream of concern, which I think must always be our academic objectives and achievements. The topics to which I refer are **Required Chapel**, not exactly an undiscussed matter at Middlebury, and an **Athletic Program for Freshman Men.**

Changes in the chapel requirements have from time to time been recorded in THE NEWS LETTER. Without repeating the history of the evolution to present chapel requirements, suffice it to say that presently students are required to attend Sunday Vesper services or, partly in lieu of them, a certain number of chapel lectures. The latter are lectures held usually in chapel on a Sunday evening of a philosophical or religious nature.

Since the beginning of the term, the *Campus*, editorially or in the Letters-to-the-Editor Columns, has more vigorously than for some time past questioned the compulsory nature of our chapel services. Students also questioned the fairness of permitting non-Protestants to attend the services of their own religion. The number of Sundays of required attendance are the same for both Protestants and non-Protestants. The regulation permitting the non-Protestant students to attend their own services dates back over twenty-five years.

FOR Middlebury graduates of the post-war generation, I do not think I need to list the current arguments against the chapel requirements. They are not new, nor, may it be said, are they completely illogical. On the other hand, in general it has been the position of the College that our Sunday nondenominational Vesper service provides once a week an opportunity for at least half of the student body to assemble together in our chapel on our own campus. It is our hope that they do so in an atmosphere of worship, or at least in recognition of the place of religion and worship in Middlebury.

I have always felt that our Sunday Vespers was an important part of our individual atmosphere and environment. I have come to regard it as one of the elements that give Middlebury characteristics which set it apart from being just another liberal arts college. I think it is not irreverent to think of the relation of Sunday Vespers to Middlebury as one would think of the view of our mountains from the Chapel hill or Pearsons Hall. Other colleges have their own claims to individuality. For us, I have always thought Sunday Vespers to be inherent to our ways, and to our atmosphere or image.

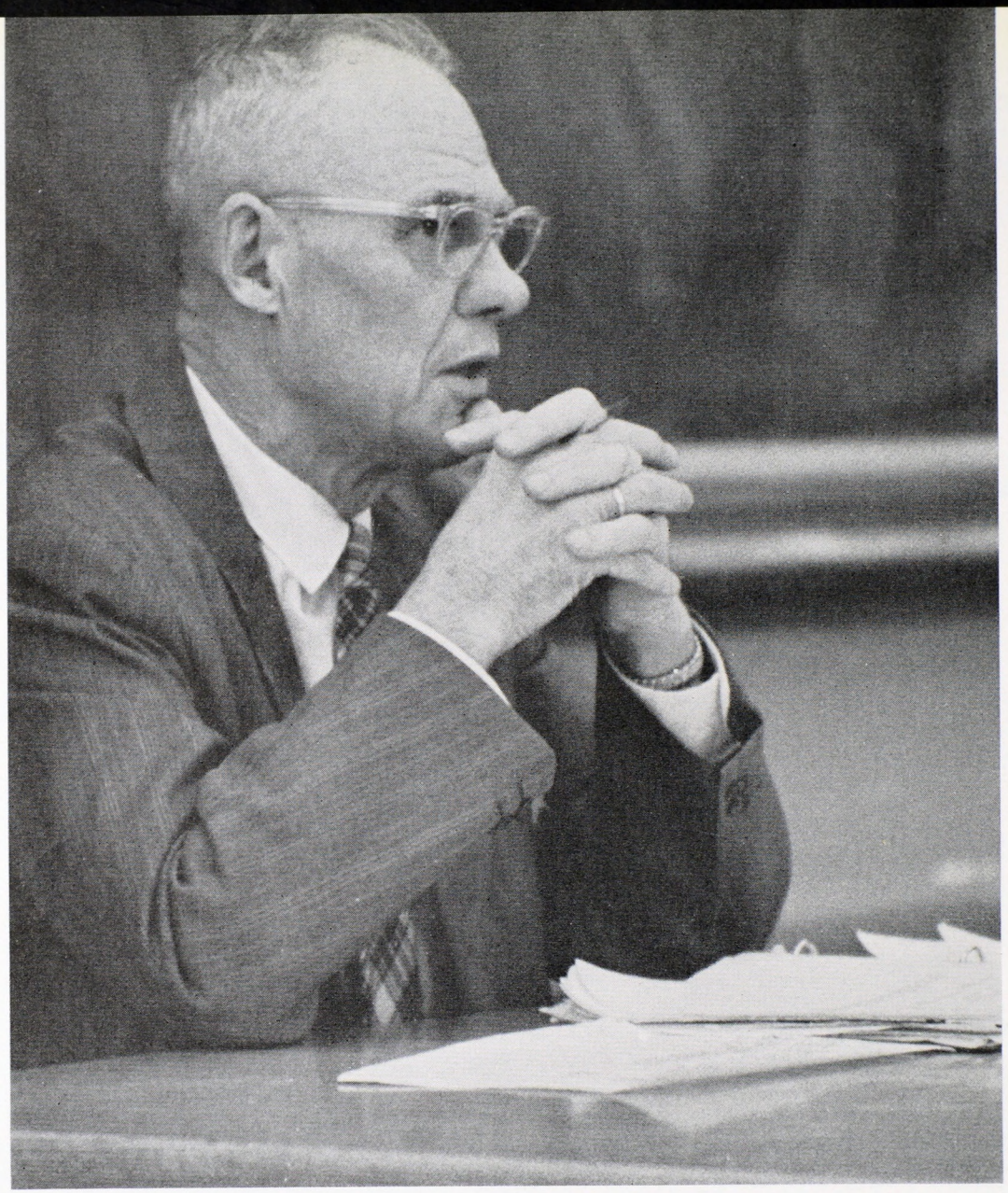
I do not, however, mean to debate the issue, and if for the present generation of students this description of the role of required chapel has no significance, then it is indeed time to re-appraise our thinking.

In any event, we are now planning to bring together committees of the faculty, student body, trustees, and representatives of the Alumni to study and evaluate the situation in accordance with the general type of procedure we followed in studying the role of fraternities. Perhaps by the spring of this academic year some recommendations from some such groups will be forthcoming. At least opportunity will be given for a thorough discussion of this matter which presently is of such great student concern.

THE question of a program of intercollegiate athletics for freshmen has come to the fore in part because at the opening of college in September our enrollment of men students exceeded 750 for the first time. Under the eligibility rules of the Eastern College Athletic Conference, colleges with over 750 men students may not play freshmen on varsity teams.

For many years we have had freshmen on our varsity squads, and not a few of them have earned places on our teams. If under the eligibility rules we can no longer accept freshmen on varsity squads, the question arises—should we not organize freshman teams for intercollegiate competition and thus give the freshman boys an opportunity to continue their athletic interests?

I have said the question has come into prominence because of the eligibility rule, but I believe it should be examined without reference to this eligibility ruling or the size of the Men's College. In short, whether we have a few under 750 men or a few over 750 does not seem to me to be a proper criterion for a policy decision in this area. Parenthetically I might add that presently we are petitioning for an exemption from this rule on the grounds that our increase in enrollment of men was not planned and that it is our decision to bring down the size of the Men's College next fall to the 750 figure. The increase came about not from accepting more than the customary number of freshman men, but as the result of a smaller attrition in the student body. For example, only two freshman men were dropped last June for academic failure. For next fall we shall try to make a reason- ((*Please turn to page* 14)



SIXTH IN A SERIES OF PORTRAITS OF . . . .

Middlebury's Long-Time Faculty

PERLEY C. PERKINS

THIRTY-SEVEN years ago Professor Perley C. Perkins joined the faculty of Middlebury College. Early in his teaching career in the English Department "he chose the novel as his particular field because of its unrivalled scope for analysis and presentation of the drama of life, its teaching of the continuity of the human spirit, and its emphasis on the universal truths of human needs and responses."

Prior to coming to Middlebury, Professor Perkins served in combat in World War I for two years. After receiving a disability discharge from the U.S. Army he completed his undergraduate and graduate work at the University of New Hampshire.

In 1930 he began 22 years service as director and coach of both men's and women's debating teams. In those 22 years his teams won 62.7 percent of their debates with the best college and university teams in Eastern United States and Canada, and with British, Australian, New Zealand and Puerto Rican touring teams.

But the greatest achievements and values of debating, according to Professor Perkins, (*Please turn to page* 14)

with our FACULTY

By *Professor* John G. Bowker, *Dean of the Faculty*

Possibly some of my readers are just learning of the tragic loss to Middlebury and its academic life in the death of Professor Richard L. Brown. Recent graduates will remember him affectionately as "Boewulf," undergraduates who had the good fortune to be registered for English 33 (Classics) or English 31 (Elizabethan) felt they knew Dick very well for he was forthright in his expression and defense of points of view not always popular and deeply respected alike by those who agreed and those who did not. In a beautiful tribute to a great teacher which appeared in *The Campus* the week following his death, Donald C. Freeman, '59, a graduate student at Brown University wrote "with a sense of unbelieving shock:

> *"Somehow this event presses home to a recent alumnus the truth of a line learned under Richard L. Brown's inspired teaching—'And at my back I always hear, Time's winged chariot hurrying near.' . . . I cannot imagine the entire modus operandi of my career without Professor Brown. For what he taught was not the classics, of Donne, or Milton, or Spenser. It was thought."*

Last summer's du Pont Award to Mr. Gordon G. Henderson (political science) enabled him to determine the advantages of the decision-making approach to the study of politics. He is now convinced that such research procedure when coupled with the case study method provides, even at the undergraduate level, a more accurate and meaningful analysis of politics. In a decision-making investigation of governmental farm policy, for example, the student would inquire into the point of view of the person or persons involved in making the decisions in order to determine what considerations the decision-maker had in mind when his decision was made. The decision is studied in the process of realization.

Mr. Henderson studied the background of much of Franklin D. Roosevelt's foreign policy in the late 1930's and early 1940's. Many writers on this era have indicated that the state of public opinion was such as to make a more vigorous or interventionist policy impossible. Actually Mr. Henderson found that there is good reason to believe on the basis of documents in the Washington archives (some of which have not been used before since Mr. Henderson found memoranda so stapled that anyone trying to use them could not do so without first cutting the staple) that the assumption that President Roosevelt was aware of and reacted to the exact state of public opinion is quite in error. Actually the evidence reveals that he frequently made his decisions on the basis of an entirely different estimate of public opinion than that revealed by the polls.

Dr. William Harris (classics) was able to make serious and extensive inquiry into Classical Journals and periodical literature last summer in his search for background material for his forthcoming book on a new approach to Virgil. Professor Harris spent over a month at Yale's Sterling Library under du Pont sponsorship to insure no oversight of previous work done in this unusual area. His intuition was confirmed that very little has been written in the way of an artistic approach to Virgil who has been studied, almost ad nauseum, philologically, historically and evolutionarily. Dr. Harris aims to work out the elements toward a more direct, artistic criticism and in his preparation of the commentary to Book IV of the Aeneid he has found that his critical basis is firm and coherent.

Dr. Howard M. Munford (American Literature) spent two months working on his Henry Adams manuscript material in the Massachusetts Historical Society pursuing his investigation of Adams' relationship to nineteenth century American artists. He found the material abundantly rich in information and feels that this research has greatly increased his understanding of Adams and the period in which he lived. One of the purposes of these annual du Pont Awards is to enable our teacher scholars to overcome Middlebury's geographical situation, frequently remote from source material.

Our fourth Award for the summer of 1960 went to Professor Harris E. Thurber (political science). His research was on political leadership. First he investigated the general subject of political leadership from a political and sociological point of view. He studied the foundations and the relation of political leadership to objectives and organization of groups. The second approach involved extensive reading on specific leadership situations such as the Hitler regime, de Gaulle in France, leadership in the Soviet Union, democratic leadership, and leadership in so-called underdeveloped areas.

Dr. Thurber has not progressed to the point where he sees a scheme upon which to (*Please turn to page* 14)

Nuclear Technology in a Liberal Education

EDITOR'S NOTE: The suggestion for this article resulted from an illustrated lecture delivered by Professor Woodin on the "Biological Effects of Radiation." This lecture, one of four being sponsored by the Middlebury College Chapter of the American Association of University Professors during the current academic year, was given in Warner Science Hall with many students, faculty, staff and townspeople in attendance.

By DR. HOWARD E. WOODIN
Assistant Professor of Biology

CLASSICAL LIBERAL ARTS education with its formal training in ancient languages, mathematics, philosophy and ethics has undergone a slow evolution. The original purpose of such a program was to assist a scholar in preparing himself for a well-rounded life, to be appreciative of his surroundings, and to be able to delve further into any particular field of interest on his own initiative. This admittedly broad coverage is still the basis of our present curriculum at Middlebury College. It is self-evident, however, that the subjects necessary to acquaint students with a rapidly changing world that is constantly advancing, especially in the realm of science, must continually be up-dated.

From the popular point of view the Atomic Age has been with us since Hiroshima. In the relatively few years since the civilized world was so rudely introduced to the tremendous power and potentiality of the forces within the atom, science has made strides never before deemed possible. The morality of any use of atomic energy is and should be discussed on every hand, but such discussions are worthless unless the facts and theory involved are clearly understood. Herein lies our responsibility.

WE MUST further realize that the concept of a science course as an entity unto itself is fast disappearing. Biology, chemistry, physics, and mathematics have become so overlapping that it becomes almost impossible to go deeply into any subject without seeming to duplicate offerings in other departments. This is perhaps as it should be. Students see more readily the interdependence of all the basic scientific fields when constant cross-reference is made regardless of the title of the course. It is not, therefore, strange to find a biology department in the process of integrating modern physics into the subject matter of many courses which previously dealt only with living organisms. It not only seems right and proper but actually a necessity. Our majors have the right to expect us to provide a basis for future research in graduate school. They should also expect us to take advantage of every modern tool at our disposal to illustrate and clarify the theories we teach. Such a tool is the use of radioisotopes in laboratory procedure. There is no biological specialty that cannot benefit from its judicious use.

I, personally, first became interested in the field of radiation biology and its many ramifications while a graduate research assistant in the radiation laboratory at Union College. Some of the initial work in the biological effects of radiation was then under government contract at that institution and from time to time guest lecturers came from all over the United States as part of their program. One of these lecturers was Dr. A. H. Sparrow from the Brookhaven National Laboratory. As a fellow botanist I offered to collect living plants for his experiments at Brookhaven. From time to time I saw published reports of his findings, but last summer, thirteen years later, I was fortunate enough to visit his laboratory and to hear him recount some of his early experiments with the plants I had collected for him. Another such field trip was to the Rochester Medical School where I was able to renew my acquaintance with a man somewhat better known to Middlebury, Dr. Thomas Noonan (Midd. 1934), who is currently working on the biological effects of radiation at that institution. These trips to Brookhaven and Rochester were only two of several such experiences which were part of the Summer Institute in Radiation Biology at Syracuse University which was attended by myself and nineteen other biology professors.

SYRACUSE was one of three universities which offered Summer Institutes in Radiation Biology to college professors for the first time last year. The cost of these institutes was borne jointly by the Atomic Energy Commission and the National Science Foundation. Without question the purpose of such voluntary courses is to train professors to the point where they will be capable of integrating the material into courses already in existence or to initiate special courses in radiation biology at their own institutions. It is

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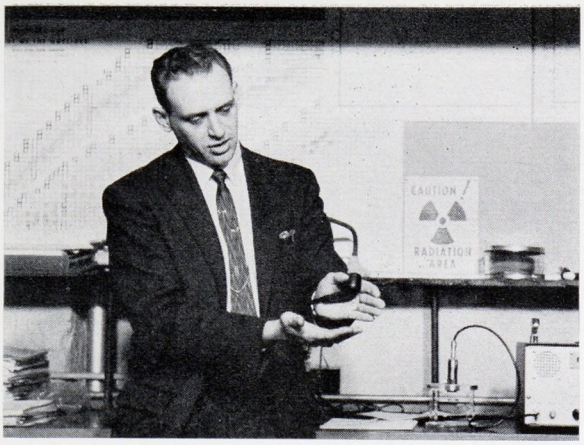


". . . Subjects necessary to acquaint students with a rapidly changing world that is constantly advancing especially in the realm of science must continually be up-dated."

"We hope . . . that students will be encouraged to continue in their work with isotopes as a tool in whatever field they may be interested ..

interesting to note that the instructors of these courses are generally younger than the "students" who attend them. This is because it has only been within the last ten years that the material has been taught to any extent as bona fide courses. It is easy to see, therefore, if sixty professors are introduced to this field every summer and they are all encouraged to initiate programs in their own institutions, that it will not be long before virtually every college and university will be offering material of this nature. Middlebury, in its competition for serious, eager, science students, cannot afford to be one of the last to present and offer such a program.

THERE is no question but what presenting such a specialized field is expensive. Very little of the standard laboratory equipment can be utilized since even simple dilutions must be performed with remote instruments. Electronic equipment for the detection and quantitative measurement of isotopes runs into thousands of dollars. Fortunately the Atomic Energy Commission has been far-sighted enough to realize that merely inspiring and educating professors to the point where they want to introduce the material at their own institution is not enough, and rather liberal grants of money may be applied for by the institution through the individual who has successfully completed one of these summer institutes. Far from being controversial from the point of view of "government intervention" in education, these equipment grants require nothing more than a simple accounting statement within a year of the award.

A PURELY mechanical problem arises whenever a new course of any kind is pressed into what is probably an already overcrowded curriculum. No small college can expand the number of its courses beyond its physical facilities or manpower. In addition there isn't time in any one student's schedule for course after added course regardless of its apparent usefulness. We have decided, therefore, to postpone the initiation of a separate course in Radiation Biology until our laboratory facilities are strengthened sufficiently perhaps by the addition of a new building or an annex on the present Warner Science building. Separate laboratories for each course or group of similar courses tends to diminish the work of preparation and surveillance to the point where an extra course may be offered. Until that time work with isotopes will be integrated into at least three of our present courses. This integration will probably be carried on to some extent even after a separate course is initiated since many of our theories and procedures may better be illustrated and demonstrated with isotopes than with any other means. As it is envisioned, the present, full-year botany course will serve as the orientation course. For several weeks students will use and calibrate detection and counting instruments as well as become familiar with the handling of isotopes before actually performing experiments with them, such as following labelled carbon dioxide from the air through the photosynthetic process and on into the resulting protoplasmic constituents. A number of such experiments are planned for this course. The ecology and general physiology courses will follow with several experiments chosen to illustrate energy flow in ecosystems, chemical uptake in various organs or blood volume determination, as well as many other equally interesting processes in living systems.

Since the status of what some educators call "technique" material in a liberal arts curriculum may be rationalized, the initial (*Please turn to page* 14)

Fraternities at Middlebury Today

Many meetings were held during the past two years in the Old Chapel Room by the Fraternity Evaluation Committee. Some of the members of this Committee are shown at a recent meeting. They are, left, Mr. Perine, Dr. Beck, Dean Reynolds (chairman), Dr. Munford, Chaplain Scott, Robert Gay, '61, President of the Interfraternity Council, and Mr. Hagar.

By Dr. Thomas H. Reynolds, *Dean of Men*

The first phase of a study of "Fraternities at Middlebury" has been completed with a consensus among the members of the Fraternity Evaluation Committee that fraternities are still playing an important role at Middlebury College. The committee apparently feels that some of the ideas concerning fraternities, which applied to college life thirty years ago, are no longer as valid as they once may have been. The work of the committee, however, would seem to reflect the general opinion that it is highly desirable in a small liberal arts college to maintain social groupings or units on the men's campus which are smaller in size than a college class or a large dormitory. The committee seems to be saying that as long as fraternities continue to pay an active and useful role on Middlebury's campus then they should be supported and maintained but that when their practices become inimical to the best interests of the academic life of the institution fraternities must modify themselves and their practices or give way to a more functional form of social organization.

In January of 1959 President Stratton asked me and a few members of the staff to study the role of Fraternities at Middlebury. This group recommended the formation of a Committee to include representatives of Trustees, Faculty, Administration and Alumni. The recommendation was accepted by President Stratton and the Board of Trustees and the Committee on Evaluation and Review of the role of Fraternities at Middlebury College was formed. The Committee consisted of the following members: Dr. Elbert C. Cole, '15, (*Trustee*), Dr. Stewart Ross, '20, (*Trustee*), Paris Fletcher, '24, (*Trustee*), Ivan Hagar, '09, Dr. Charles J. Lyon, '18, George E. Shaw, '10, Douglas A. East, '54, Karl A. Brautigam, '22, Chandler D. Nims, '58, Henry W. Caswell, '49, Rev. James C. McLeod, '26, Dr. Frank Piskor, '37, William J. Cahill, '53,Rev. Wallace C. Short, '54, John W. M. Clark, '53. And the following members of the Faculty: Mr. Frederic W. Swift, Dr. Howard M. Munford, '34, Dr. Walter A. Moyer, Dr. Horace P. Beck, Dean Reynolds (Chairman), Mrs. Elizabeth B. Kelly, Dean of Women, Chaplain Charles P. Scott, Gordon C. Perine, '50, Director of Alumni Relations, and Professor Lockwood Merriman.

In order to facilitate Committee action it was decided that the local members of the Committee would meet as a sub-committee and formulate a general plan of operation and proceed to gather information and evidence to be used by the full Committee. The full Committee was charged with the special consideration of certain particular questions in addition to the general role of Fraternities at Middlebury. Some of these were: (1) Whether or not Fraternities should be continued at Middlebury as an integral part of the College community; (2) Is the present program of rushing consistent with the aims of the College and the ideal role of Fraternities or should rushing be deferred until the beginning of the Sophomore year; (3) Is it advisable to adopt a rushing system incorporating the principle of 100% opportunity, meaning that any student who wishes to belong to a Fraternity will receive at least one bid, (4) What should be done to improve both the physical and other aspects of

Fraternities at Middlebury; and (5) Any other questions relating to the role of Fraternities at Middlebury College.

At its first meetings the sub-committee tackled the problem of the general desirability of Fraternities. They also tackled the problem of methods whereby the Committee or sub-committee might most easily reach appropriate conclusions. The sub-committee decided not only to invite student groups to give testimony before them on particular points of view in connection with particular questions under discussion but also to invite certain student leaders at the discretion of the Chairman to sit with the committee in their deliberations. The Chairman thereafter did invite certain students to sit with the sub-committee at every meeting. In this way the work of the committee was developed in step with the development of feeling on the campus concerning the issues under discussion.

The first major item under consideration was that of the desirability of Fraternities on a campus such as Middlebury. As the early meetings developed each individual member of the sub-committee gave his opinion on this subject and it was obvious that the concensus was a conditional one in that every member expressed the strong desire to see certain practices and aspects of Fraternities modified prior to giving the entire system their wholehearted approval. It was decided by the committee then to determine what such practices were and whether they could be modified. The assumption was that if practices which were undesirable could be modified the committee would wholeheartedly endorse the continuance of Fraternities at Middlebury.

THE subsequent meetings indicated that the members of the sub-committee were primarily concerned with two major problems which most members felt were seriously disturbing the academic life of the College. The first of these was the time of rushing and pledging. The second can best be described as the problem of the individual who wants to join a Fraternity but does not get in, a problem labeled by the Committee that of the "Non-Selected Individual."

Meetings on both of these problems were held regularly every Thursday night from the beginning of March until the end of May. It is not feasible to repeat all of the testimony which was presented before the committee and all of the arguments which were developed within the committee itself. In summary it was eventually concluded by the sub-committee that Fraternity rushing carried on during Freshman year was in serious conflict with the academic aims and standards of a college of Middlebury's current quality. It was also concluded that to have Fraternity rushing prior to the Freshman year, i.e. during Freshman Week, would be a retrogressive step in the development of modern Fraternity living and inimical alike to the best interests of Freshmen and the College. Student opinion on the subject was divided. Upper classmen, particularly seniors, tended to believe that a system of rushing and pledging carried on during the week prior to the beginning of classes of Sophomore year was the best solution while Freshmen and Sophomores expressed generally a desire to retain the present system calling for rushing and pledging during the first few weeks of the second semester of Freshman year. The principal objection to rushing at the beginning of Sophomore year, raised by all student groups, was the lack of an adequate social program for Freshmen and the necessity of having such a program if Sophomore rushing were to become a successful reality.

AFTER a number of open meetings with various student groups a compromise proposal was worked out by the F.E.C. sub-committee carrying with it the full approval of the Interfraternity Council and an "ad hoc" committee composed of Fraternity House Presidents. This proposal called for the adoption of rushing and pledging at the beginning of Sophomore year, as is now the practice in a number of Eastern colleges, but delayed the implementation of the program until the fall of 1962 at which time the class entering as Freshmen in 1961 would be rushed. This proposal was adopted by the sub-committee and passed along to the meeting of the full Committee held Friday, June 10th.

In the meantime the sub-committee considered the problem of the non-selected individual. The problem in part was precipitated by the fact that during the last rushing period 60 individuals out of a Freshman class of 235 were not taken into Fraternities. Of these eleven did not choose to belong to any Fraternity and therefore did not enter rushing while the rest received no final bid from any House. The sub-committee concluded that the problem was a serious one because at Middlebury much of the social life of the campus for men and women today revolves around Fraternity activities. The sub-committee prepared for its own perusal a number of statistical studies concerning individuals who had wished to join Fraternities but who were not selected and discovered that this group contained a very large percentage of students who eventually transferred out of Middlebury, were dropped for academic failure, or developed other serious difficulties during the course of their academic careers.

AGAIN various student groups, including the Interfraternity Council, were called into consultation and presented with the problem. After many meetings two tentative programs, worked out respectively by the "ad hoc" committee of House (*Please turn to page* 15)

Campus COMMENTATOR

The Middlebury Fraternity System

By Robert A. Gay, '61, *President of the Interfraternity Council*

In a very real sense a crucial hour has arrived in college fraternity life. We find the searchlight of unfavorable criticism focused upon fraternities by various college and university authorities, and the public in general, as never before.

This open and powerful challenge deserves to be met forthrightly and vigorously. Education, we are reminded, is not only the process of opening the mind to opportunity but also to corresponding responsibility. Fraternities, as integral components of the educational system, are in honor obligated to bear their responsibilities while exploiting the unlimited opportunities that higher education makes available.

Unfortunately the superficial aspects of fraternity life sometimes obscure their basic principles and invite the uninformed to offer adverse criticism. But misplaced emphasis does not warrant impairment of fraternities as important and essential agencies in twentieth-century education and throughout life.

It is my intention in this article to present to the Alumni of the College the current position of our fraternities and to note their constructive efforts and accomplishments in hope that an enlightened public opinion should cause recognition and appreciation to displace a now prevalent lack of understanding.

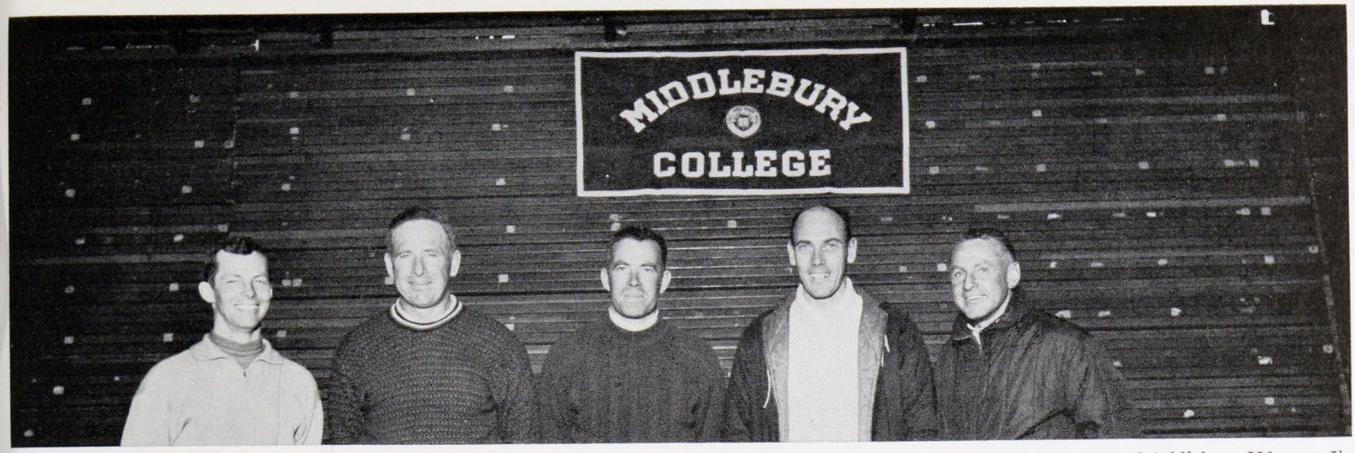
The value of the Middlebury fraternities is essentially unchanged from the day that Alpha Mu of Chi Psi opened its doors in 1843. The fraternity system has grown and persisted because in a period of over a hundred years it has been proved that it is the good in a social institution that causes it to exist. Because being true examples of democracy in action they give the college student the best preparation for life in a democracy. Because they give the individual an experience of group living that teaches him most effectively how to live and work with others. Because fraternity life develops in the individual a more thorough sense of social and moral responsibility than is developed by any other campus group. Because fraternities being comparatively small organizations present opportunities for leadership. Because fraternities are the most effective agency on the campus for the development of lifelong friendships; the finest by-products of a college education. And because fraternities are primarily concerned with maintaining the best aims and interests of Middlebury College. The fraternities have maintained their position as the most active group of organizations on the campus. They are the center of interest and the important and dominant group on the men's campus.

The Middlebury fraternities united to form the Middlebury College Interfraternity Council in order "*. . . to promote cooperation among these fraternities, to assist in raising their cultural and academic levels, to insure the fairest means of self-perpetuation. . . .*" The fraternities of Middlebury College, under the leadership of the Interfraternity Council, have made outstanding accomplishments in shouldering their responsibilities to the College, the town, and to themselves. The interfraternity government, the Interfraternity Council, has succeeded in various instances, mentioned below, to guide the fraternity system in accomplishing their goals.

1. It has organized faculty advisors for each fraternity to iron out specific, individual problems.
2. It has cooperated with other colleges and universities in maintaining pleasant relations.
3. It has participated in the Student Life Committee, where issues are discussed by student leaders and members of the college administration.
4. It has discussed the annual problem of the rushing system and made sincere efforts to alleviate this problem.
5. It has successfully cleared nine of the ten fraternities of discriminatory clauses and is pleased to report that the tenth fraternity made substantial gains towards this removal this past summer.
6. It has stimulated a social and drinking code which works in cooperation with the Women's Code of Social Conduct.
7. It has changed "Hell Week" into a constructive program of initiation for each fraternity.
8. It has a program of association and activity with the Pan Hellenic Council and the Sorority system.
9. It is setting up a Treasurers Council to systematize and improve fraternity finances.
10. It is investigating the scholarship programs of the fraternities with the hope that a more effective program may be initiated.
11. It awards scholarship and intramural trophies.
12. It started last year the annual issuance of a financial scholarship.
13. It has a loan fund available for any fraternity that is in need of financial help.
14. It organizes Help Week, a series of philanthropic projects in the town of Middlebury and the surrounding area.
15. It takes an active participation in the Community Chest drive.
16. It makes the yearly payment of board, room, and fees for the two Bowdoin students.
17. It donates time and money to the work of the Middlebury Community House.
18. It helps in giving the Halloween parties for the children of Middlebury and organizes the Christmas Parties which include gifts to the under privileged.

Perhaps the greatest challenge presented to the Middlebury fraternity system in years began when President Stratton established a Fraternity Evaluation Committee with Dean Reynolds as chairman (see page 6). Not only was this a challenge for individual fraternity introspection but it was also a challenge to the programs and policies of the Middlebury Interfraternity Council. This Committee met regularly with Interfraternity Council members and other student leaders invited to these meetings.

Before the Committee could give its full approval for the continued desirability of fraternities they felt that the two major problems of the "non-selected man" and the time of the rushing (*Please turn to page* 15)



Among the College's Alumni ski coaches who have been turning out winning teams are (left to right): Fred Neuberger, '50, Middlebury Women; Ike Townsend, '42, Kimball Union Academy; Don Henderson, '49, Holderness School; Pete McKee, '45, Phillips Andover Academy; and, "Bobo" Sheehan, '44, Middlebury Men. Not in picture: Paul Kaley, '50, Gould Academy, and Bob Beatie, Colorado University.

MEMO FROM THE DEANS

(*Continued from page 4*)

no work and who, in the community atmosphere in which they must study, might be a detriment to those who wish to work. Out of this has come the complex collegiate system of grades and regulations concerning academic progress. At best they are a compromise with the ideal; at worst they detract from the main goal which is the acquisition of knowledge and intellectual maturing of the student.

Some educational institutions have attempted to do away with grades. In some instances a student either successfully passes a course or doesn't. This in essence is simply a different grading system. In other instances the student attends the course and if his work is satisfactory he or she is permitted to remain in college; if not, he is dropped. Again a system of evaluation between the Administration and the various teachers must be worked out to evaluate the students. This would appear to be a grading system by a different name.

At Middlebury we have retained the essence of a letter-grade system. Students are rewarded for intelligence and diligence with high-letter grades. Their mediocrity is indicated by middle-range grades and their academic failure or near-failure by letter-grades at the lower end of the spectrum. On top of this basically mechanical system, however, we have established a relatively complicated system of evaluation.

Thus, any student who receives 2 F's in one semester is dropped for academic failure. However, any student who receives three grades below C, not including 2 F's, is put on probation for the following semester. During that ensuing semester all of his grades must be C or better except one which must be at least a D or he is dropped from college for academic failure. During this period of probation if a student is seen by any single faculty member to be doing work which appears to be below C level he is usually put on warning and called to the Dean's office for academic consultation. All department chairmen are carefully notified in advance of the beginning of each semester of the names of the people who are on this kind of probation, and an attempt is made throughout the semester to help and advise students in such need. In the event that a student is dropped for academic failure it is customary to ask his professors for a written evaluation of his work. These evaluations are then filed and can be used in the event that the student petitions for readmission at a later date after having demonstrated the possibility of academic excellence at another institution.

These regulations have been subject to faculty change and reconsideration for a number of years. They will continue to be changed. Most professors dislike the mechanicalness of a grade system as much as anyone else and therefore there is a continuing attempt to bring about a situation in which the mechanics of grading is minimized and the human factor in intellectual evaluation emphasized. We cannot reproduce Mark Hopkins and the log, but within the limitations of the grade-system it will always be a principal objective of the small liberal arts college to see to it that the human aspect of individual evaluation is not eliminated in the necessary compromise with the ideal.

Thomas H. Reynolds

MEMO FROM THE DEANS

(*Continued from page 4*)

A girl may decide at this time that for some reason she chooses to remain independent. This does not mean that she will never have another chance to join one of six sororities. If she goes through the formal rushing she is eligible for membership at such time as the sororities choose to ask her and she chooses to become a member. The disadvantage to this procedure is that she shortens the time that she has the opportunity of close association with the group of her choice. If her reasons for not joining are financial she is given the opportunity of explaining this to the sorority. If and when it becomes financially possible the sorority may want to offer her membership.

I believe that sororities, as they exist at Middlebury, are good. They are democratic and girls may really choose whether or not they wish to be members. It must be said, however, that one group cannot take all of the freshmen so it is possible that a girl will not be offered membership in the group of her first choice. Because the girls at Middlebury are all fine young women I do not believe that any girl would be unhappy in any one of the groups. If she feels very definite about one group, however, and there is no room at the time of her initial rushing she may wait and hope that there will be another chance at some future time.

In any event, all is not lost whatever happens at this particular time. Another chance may present itself or she may change her mind. Don't be distressed whatever the outcome of rushing and don't let your daughter be distressed. If she has reached a decision not to join a sorority, rushing has presented no problem for she will find other kinds of groups and will make a place for herself.

If she did want to join and was chosen by the group of her choice she is happy. If she chose a group in which there was no room at this time she may choose another group or she may wait until there is room in the group of her choice. In any case "all is not lost" for there will be other opportunities in and out of sororities.

Elizabeth B. Kelly

PRESIDENT'S PAGE

(*Continued from page 5*)

ably accurate estimate for attrition, and we shall then accept a freshman class of a size that will keep the total number of men students at 750 or fewer.

I believe, however, that we should base our decision not on numbers but on the merits of a freshman program in intercollegiate athletics, on the costs of such a program and on the competing needs of the College for the funds that would be diverted to such program. We might also wish to examine the merits of an expanded intramural program in lieu of a freshman intercollegiate sports program.

THIS whole problem will be studied and evaluated by a group representing the Alumni Council, the Trustee Committee on Athletics, the Athletic Council, which includes students in its membership, and the Faculty Committee on Athletics.

As a first step, I have asked Mr. Walter J. Nelson, Director of Intercollegiate Athletics, to outline two programs for freshman teams. He will present one rather inclusive plan and a second of more modest degree. In connection with these plans, he will indicate the essential needs for fields and other facilities as well as requirements of additional coaching staff and other services. With the plans available, the financial office of the College will then estimate the capital cost involved and the annual expenses of operation. Once such information is complete, representatives of the groups mentioned above will, I hope, meet to evaluate the proposal in relation to other financial needs of the College, or possibly an alternative in the field of intramural activities.

I have mentioned these facets of our College activities with the intention of neither emphasizing nor slighting their relative importance in comparison with academic matters. I do want to indicate, however, that they will be studied by representative groups and that decisions will not be made in haste or without consultation with those groups who have an interest in the outcome.

Samuel S. Stratton

MIDDLEBURY'S LONG TIME FACULTY

(*Continued from page 6*)

were the training and development of the participants, and the reputation Middlebury gained among opposing colleges for fairness, sound and effective debating, appreciation of colleagues and opponents alike, expressed in many spontaneous expressions of thanks and goodwill. Lasting contacts and friendships were formed, within and without the College. The peculiarly intimate nature of work with debaters meant much to all involved, and especially to Professor Perkins, who as coach constituted the thread of continuity and connection between generations of debaters.

Professor Perkins has long been interested in sports. He is a longtime member of the Faculty Athletic Committee and the Athletic Council, serving as president of the later for the past decade.

The senior member of the faculty for the past four years, the high point of Professor Perkins career came in Homecoming Day, Oct. 4, 1958, in the unprecedented organization and carrying out, by former debaters and students among the Alumni, of a testimonial dinner at the Middlebury Inn, which was an unforgettable occasion with moving and generous tributes by speech and gifts.

1960 Alumni Dinner Schedule

(as of Feb. 1, 1961)

A cordial invitation is extended by Middlebury College to parents interested in attending Alumni Dinners in the areas listed below. Time and other details about the dinners may be secured by either contacting the Dinner Chairman for your area or writing to: Director of Alumni Relations, Alumni Center. Middlebury College, Middlebury, Vt.

Region	Place	Date	Chairman
Springfield	The Gables, S. Deerfield	**March 23**	Harold Wyman, '40
Boston	M.I.T. Faculty Club	**March 24**	John Kirk, '39
Worcester	Franklin Manor, W. Boylston	**March 25**	Peter Marshall, '53
Minneapolis	*To Be announced*	**April 3**	Leonard Inskip, '51
Milwaukee	North Hill Country Club	**April 4**	Aloys Papke, '25
Chicago	*To be announced*	**April 5**	George Christian, '53
Indianapolis	Marott Hotel	**April 6**	Robert Herrick, '30
Houston (*Tentative*)	*To be announced*	**April 6**	*To be announced*
Cleveland	Stouffer's	**April 7**	David Gregory, '53
Dallas (*Tentative*)	*To be announced*	**April 13**	*To be announced*
Washington	The Carriage House	**April 26**	Daniel Scott, '52
Philadelphia	The Pub, Pennsauken, N. J.	**April 27**	Roger May, '53
New Jersey	Hotel Suburban, East Orange	**April 28**	Raymond Whitney, '35
Southern Conn.	Chimney Corner Inn, Stamford	**May 4**	Mr. and Mrs. Raymond Skinner, '39
Northern Conn.	Waverly Inn, Cheshire	**May 5**	Norman Smith, '39
Syracuse	University Club	**May 11**	Crandall Melvin, '49
Rochester	University Club	**May 12**	Samuel Masters, '50

Time and other details about dinners will be furnished directly by the chairman of the committee in charge of each Alumni Dinner.

WITH OUR FACULTY

(*Continued from page 7*)

base the integration of these two approaches but he finds one conclusion he believes valid: Political leadership is to a large degree situational. This question has been much debated: Are political leaders born or made? Professor Thurber now believes that "in spite of personal qualities, political leadership of various types cannot develop unless an appropriate situation presents itself, as witness de Gaulle in France. The individual leader may contribute to the situation but he cannot provide the conditions which generate the situation in the first place."

Similar opportunities for summer study and research by our faculty during 1961 will be supported by the du Pont de Nemours Company to promote scholarship in all areas which contribute to the proper education of today's scientist.

NUCLEAR TECHNOLOGY IN A LIBERAL EDUCATION

(*Continued from page 9*)

prohibitive expense underwritten by government assistance, and the objections of introducing new courses in an already crowded curriculum solved by integration of the material into already existing courses, only one problem remains. There has been a great deal written about the dangers of radiation. When one considers the terrible potentiality of fission and fusion and the resulting uncontrollable by-products, there is no doubt as to the danger involved. This does not mean we should categorically dismiss or repress the very valuable uses of isotopes. In a laboratory where work in isotopic research is being carried out there is no

more danger than is present currently in any bacteriology, physics, or chemistry laboratory when proper care is exercised. As a matter of fact, due to the very nature of the material, the student will learn to respect good laboratory procedure and technique. In planning all of the experiments the first thought is for safety and isotope integrity. We have, for example, decided to partition off a portion of one laboratory for the exclusive purpose of preparation of radioactive substances for injection or application. Electronic monitors will double check each individual as well as the laboratory itself before and after each experiment. Students will wear complete safety apparel including disposable plastic gloves and be individually monitored by film-badge service at all times.

We hope, as other colleges do who are initiating this program, that students will be encouraged to continue in their work with isotopes as a tool in whatever field they may be interested. At the present time over 6,000 educational, industrial, and medical institutions have applied for licenses from the A.E.C. to use isotopes in virtually every type of research.

Medical research has long utilized radium and x-rays in its diagnosis and treatment of cancer. Universal use of tracer elements to determine functional rate of such organs as thyroid, heart, liver, kidney, bone marrow, and spleen has been a great help to diagnosticians. It is possible now to test quite easily the total plasma, blood, or water content of a patient's body. These and numerous other uses prove that the medical profession views the judicious use of radioactivity as a tremendous asset.

Industry has developed two specialized uses of radioisotopes: tracing and gaging. The rate of flow of fluids through opaque conduits and the detection of leaks in a complicated maze of equipment is facilitated by labelling a portion of the conducted material. Higher levels of radiation are currently being used to detect levels and content of packages, flaws in castings, and thickness or density of materials to provide a constant check on products before they are put on the market.

The future is wide open for the beneficial use of radioactive tracers in agriculture. Plant nutrition is especially in need of research in view of the world food problem of the future as well as the special problem of food production for a prolonged sojourn into space. We have only begun to unlock the secrets of such physiological processes as disease and growth in crop plants and animals.

FRATERNITIES AT MIDDLEBURY TODAY

(*Continued from page* 11)

Presidents and by a sub-committee of the Interfraternity Council and designed to alleviate the problem and substantially increase the number of individuals entering Fraternities, were brought to the F.E.C. sub-committee. Again after wide discussion by Fraternities, the Interfraternity Council and other student groups, the sub-committee adopted a compromise plan drawn up jointly by the sub-committee and the Interfraternity Council.

In general the plan calls for registering all men who wish to join Fraternities. A number equal to one-tenth (there are ten Fraternities now at Middlebury) of the total number became the maximum number of men which any House could pledge during rushing. Another number made up of one-tenth minus three was declared the minimum number of men which any House entering rushing must pledge. In order to protect the ability of a Fraternity to choose its own members a further provision was made which enabled any Fraternity to meet its minimum quota by taking men given full social and house privileges as well as pledges.

The further details of the plan were left to the discretion of the sub-committee and the I.F.C. working jointly in the fall of 1960.

Both of these proposals were brought to the full Committee at their meeting on June 10th. They were discussed in full and unanimously adopted and passed on as recommendations to the President and Board of Trustees.

At a subsequent meeting the Board of Trustees of Middlebury College passed both measures and they are now in effect at the College. Henceforth rushing, commencing in the fall of 1962, will be conducted at the beginning of Sophomore year.

Furthermore, the adopted program of improved rushing is to go into effect immediately and will be the system used by the Interfraternity Council for the rushing program to be carried out in conjunction with the class entering college in the fall of 1960.

At this time it would seem that the results of the improved rushing program are unpredictable. Both the sub-committee and the Interfraternity Council will watch the system with great care in the forthcoming period of rushing and both are dedicated to bringing about improvements if they are found to be necessary. In general the two measures together should greatly strengthen the contribution of Fraternities at Middlebury College.

At the meeting of June 10th the full Committee charged the sub-committee with continuing to examine certain aspects of Fraternities. Specifically the committee will consider ways and means of substantially improving the physical facilities of Fraternities at Middlebury, methods of systematizing and improving Fraternity finances, and means whereby Fraternity social programs and practices may be improved.

On December 1st the local members of the Fraternity Evaluation Committee met to plan their work for the 1960–61 year. The first order of business consisted of considering the details of the plan for rushing for this year worked out by the I.F.C. in keeping with the general plan adopted last spring. The Committee fully approved the I.F.C.'s proposal and rushing will proceed this year according to the new plan after first semester examinations.

In addition the sub-committee divided itself into two working committees to facilitate the future work of this year. One of the sub-committees will primarily be a committee to gather information concerning methods of improving the physical facilities of Fraternities at Middlebury. It was felt that the facilities of some houses are such that they no longer contribute successfully to any of the activities which they are called on to support. This sub-committee will specifically seek information on methods for financing new small housing units at Middlebury. A second sub-committee was simultaneously formed which will examine social and academic practices within Fraternities. The latter committee intends to meet frequently with student groups and its actions and recommendations, as was the case last year, will be open to any member of the college community.

CAMPUS COMMENTATOR

(*Continued from page* 12)

period should be discussed and constructively modified.

Working together, the Fraternity Evaluation Committee, the Interfraternity Council, and a committee composed of the Fraternity House Presidents discussed these problems.

The results of a series of compromises (see page 10) were that Middlebury should initiate sophomore rushing in the fall of 1962 and that the new rushing program of "maximum-minimum" should be started this year. This new program is intended to increase the number of freshmen to be affiliated with fraternities by selecting a maximum for each fraternity of one tenth of those freshmen going through the program and a minimum of three less than the maximum. There is also the stipulation that if a fraternity fails to meet its quota it must fill these vacant places with men who will enjoy social and house privileges. In essence, this program strives for a "more *nearly* total opportunity," but not total opportunity.

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